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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  3.1.1.    Describe and represent polygons, solids, and other familiar two- and three-dimensional objects. (Includes TMM Wuick Images)  **CC.4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.  3.1.2.    Compare and classify polygons based on relationships such as parallel or perpendicular lines, symmetry and congruence.(Includes TMM Quick Images)  **CC.4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.  3.1.3. Make and test conjectures about polygons using geometric relationships such as symmetry and congruence.(Includes Qucik Images)  **CC.4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry  3.3.8.    Use customary and metric tools and units and non-standard units to estimate, measure and solve problems involving length and perimeter to the nearest quarter-inch or half-centimeter, area, capacity, weight, temperature and volume.  **CC.4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).  **CC.4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  **CC.4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.  3.3.9.    Use estimation strategies to predict reasonable answers to measurement problems and explain the reasoning used orally and in writing.  **CC.4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  **Ten Minute Math ONLY**  1.2.3.      Describe mathematical relationships and situations, involving ratios and computation of whole numbers, in all four operations with using symbols, number sentences and equations. (Today’s Number)  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  **CC.4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  **CC.4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  **CC.4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)  1.3.4.      Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems.(Today’s Number)  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding  1.3.5. Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.(Today’s Number, Quick Images)  **CC.4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.  2.1.4.    Write and describe equivalent representations of four- and five-digit whole numbers up to 100,000 and beyond, in expanded and regrouped forms. Use the forms to support computational strategies.(Broken Calculator)  **CC.4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.).  2.2.15.    Solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, including writing appropriate number sentences (equations) and explaining the strategies used.(Broken Calculator)  **CC.4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding  **CC.4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |